DOCUMENT RESUME

ED 258 416 EC 172 936

TITLE Programming for Secondary Age Handicapped Students: Recommendations.
INSTITUTION Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.
PUB DATE Nov 81
NOTE 72p.; For related document, see EC 172 935.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Community Resources; Curriculum Development; *Disabilities; Program Descriptions; *Program Development; *Program Implementation; *Secondary Education; Vocational Education; Vocational Rehabilitation
IDENTIFIERS *Maine

ABSTRACT

This publication is intended to help local school systems plan, implement, and expand programs for secondary aged handicapped students in Maine's public schools. An introductory section examines four major factors: assessment, curriculum, personal and career development, and graduation. The next section contains detailed descriptions of 10 program options: (1) resource programs, (2) consulting teachers, (3) self-contained classes, (4) alternative learning programs, (5) work-study programs, (6) community-based learning, (7) vocational education, (8) job development, (9) sheltered workshops, and (10) residential and day facilities. Suggestions are offered for using community resources in programing, particularly Vocational Rehabilitation and services under the Department of Labor. A list of four personnel competencies is followed by appended material, which includes descriptions of program options in Maine. (CL)

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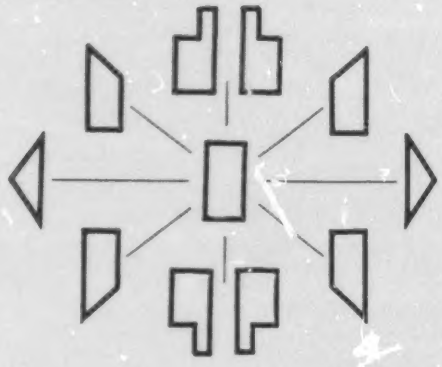
PROGRAMMING FOR SECONDARY AGE HANDICAPPED STUDENTS-



RECOMMENDATIONS

DIVISION OF SPECIAL EDUCATION
Department of Educational and Cultural Services
Augusta, Maine 04333

November, 1981

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Dora M. Gray-Mace
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Change is the key word in our present society, and students, as well as teachers, must expect and plan for change if they are to meet the demands of the future.

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INTRODUCTION

This publication, Programming for Secondary Age Handicapped Students-Recommendations, is designed to assist local school systems in planning, implementing, and expanding programs for the secondary age handicapped* student in Maine's public schools. It reflects the philosophy that local school systems must develop comprehensive programs which reflect a continuum of educational opportunities for the handicapped extending from primary school through senior high school. It is imperative that school systems direct their attention toward development of appropriate programming for the secondary age handicapped that will produce individuals who have attained self-realization, adult independence, and can be assimilated into society as productive adults.

Special education at the secondary level should be a systematic program of social, educational and vocational experiences which are designed to assist handicapped students to (a) understand their personal interests, abilities, values, and needs; (b) understand the broad range of options available in the world of work and education; and (c) make career decisions which interrelate self-information with career information for the maximum satisfaction of the individual.

To quote Birget Dyssegaard in The Role of Special Education in an Overall Rehabilitation Program, "The long-term goal set for Special Education often does not extend beyond a single school year, with little discussion of pre or post-school experience. At best, there is some concern voiced for the child's future as they become older. Special Education should not be considered a goal in itself, separated from the overall goal of rehabilitation. There is, infact, a strong need to coordinate Special Education and Rehabilitation services."

Secondary programming focus should go beyond academics and include career and independent living skills. Supplemental resources particularly for more severely handicapped students will usually include services offered by various community organizations and agencies. To ensure that such resources are part of the student's program, the P.E.T.'s role needs to extend beyond the school building to include community resources and expertise. Schools are responsible for assuring that related services and programs are provided to handicapped students. This responsibility can be fulfilled in two ways; either by providing all services directly or using available community resources...

To use community resources as effective components of the student's program, schools will need to identify existing services, provide access to those services and evaluate their success in meeting the student's needs. These linking activities will necessitate a reorientation in the concepts of secondary programs, require additional or differently trained school personnel and a resource system of community contacts and program options. One member of the Pupil Evaluation Team should be assigned the responsibility for these linkage efforts.

*Handicapped as defined under Maine Regulation and P.L. 94-142

School personnel will need to have knowledge of how to utilize existing resources including: community health programs, transportation, training programs, information and referral systems, counseling programs, shelter, funding and recreation resources. Schools should be able to link the student to community programs and resources just as it coordinates or links the student's in-school components.

In order to facilitate any one of the models recommended in this publication, the local administrative unit will have to utilize extreme care in selection of personnel.

These models are based upon the assumptions* that the personnel involved will exhibit a broad range of attitudes, knowledges and skills. It is recognized that these attitudes, knowledges, and skills are germane to all professionals, but they are particularly crucial when selecting personnel for participation within any one of these models.

1. Understanding of own value system and relationship of that value system to that of other staff, students, school and community.

2. Understanding the principles of human growth and development.

3. Ability to personalize instruction based upon levels of function of individual students.

4. Ability to conduct evaluations through using formal and informal techniques.

5. Ability to evaluate programs as to appropriateness for students involved and the process being utilized in educating exceptional adolescents.

6. Ability to analyze programming in order to develop appropriate work and job related information and provide appropriate vocational and academic experiences.

7. Understanding of various management systems and methods of employment of these sytems within the total program.

8. Ability to communicate in an effective manner in order to facilitate program development and foster understanding.

9. Ability to effectively work with the community for the development of resources, program options and understanding with support.

10. Assist students in fostering positive attitudes toward self, school, world of work and others.

*For further explanation of these assumptions expressed as personnel competencies and activities, see the section on personnel competencies.

The learning disabled, mentally retarded, emotionally disturbed, and all others with disabilities affecting learning performances need programming alternatives that emphasize the balanced development of four basic skills to achieve effective integration into society. Every secondary program should contain a balance of (1) *intellectual/academic skill development*, (2) *social development*, (3) *mobility (application of knowledge)*, and (4) *vocational skill development*.

The school, the home and the community all possess resources and expertise on which to build creative and individualized programs. (See Figure 1) This publication offers ideas and suggestions for alternative programs in developing functional, social, educational and vocational skills by weaving together (to various degrees) the school, the family and the community.

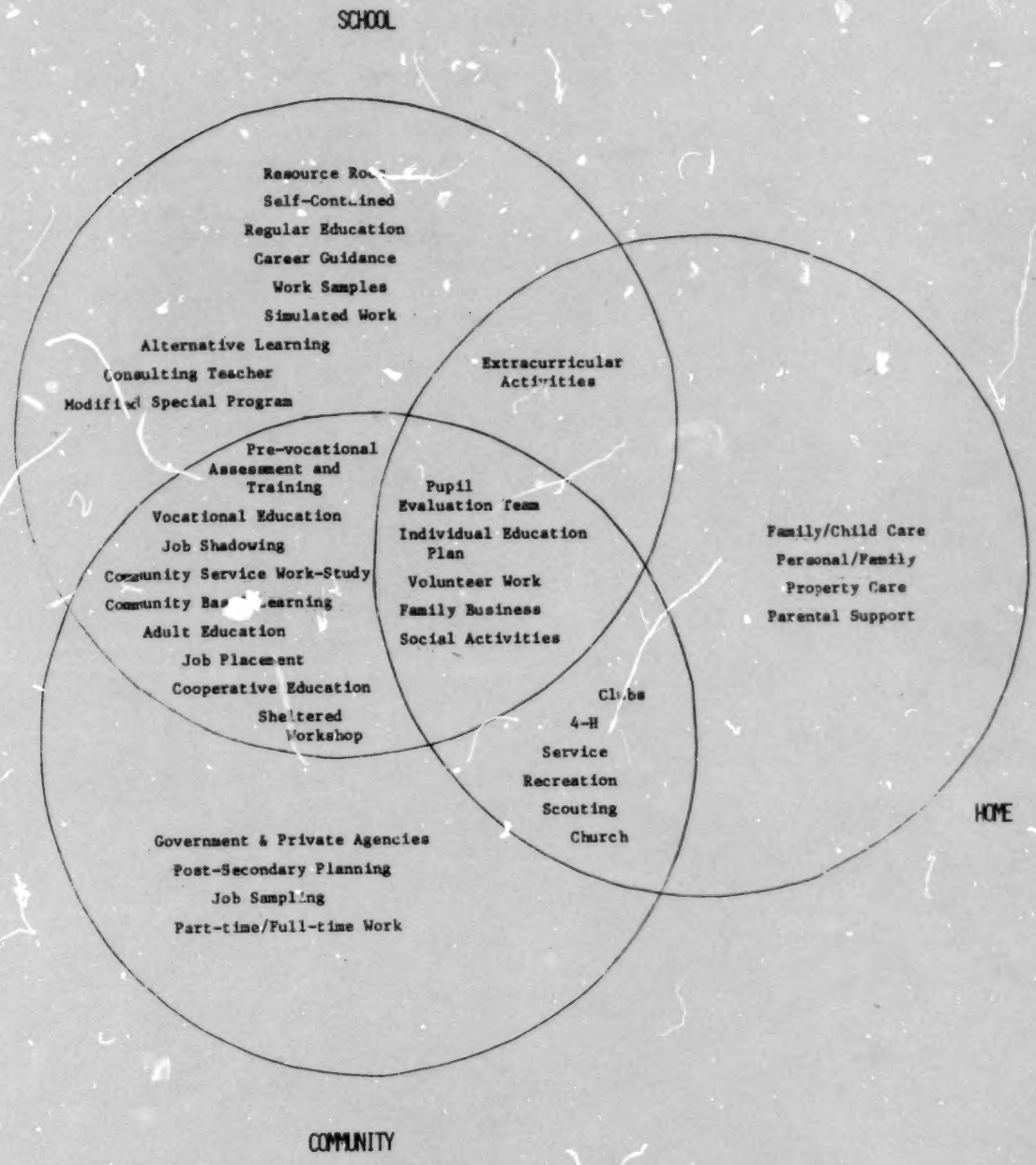

Figure 1 - Graphic Illustration of the interrelatedness of the school, community and home.

PROGRAMMING OVERVIEW

In the development of appropriate programs for the secondary age handicapped student, there are four major factors which must be considered. These areas are ASSESSMENT, CURRICULUM, PERSONAL AND CAREER DEVELOPMENT, AND GRADUATION. The purpose of this section is to examine these four areas.

Assessment

Assessment is a multifaceted process of which testing is only a part. The ultimate purpose of the assessment is to help understand each individual student. Only when appropriate assessment has been conducted is it possible to develop curriculum for the secondary aged handicapped student.

A generally held view is that the handicapped who do not succeed in employment and in fulfilling civic responsibilities have reduced socialization skills, work and emotional skills, and the attitudinal areas. The premise of the secondary programs is that of the development of the individual to the fullest extent possible for integration into society. Therefore, assessment must give emphasis to an analysis of those areas directly relating to this integration into society.

Assessment for secondary age students demands a different set of strategies than those utilized at the elementary level. Assessment must include: SOCIAL, EMOTIONAL, PREVOCATIONAL SKILLS, VOCATIONAL SKILLS, AND ADADEMIC SKILLS. The secondary level assessment should examine how these five areas of growth and development affect the individual in the achievement of the basic objectives of an educational program: SELF-REALIZATION, HUMAN RELATIONSHIPS, ECONOMIC EFFICIENCY, and CIVIC RESPONSIBILITY.

Social assessment can be conducted in both formal and informal situations. The primary purpose of social assessment is to evaluate the handicapped individual's level of development and to identify those strengths and those weaknesses such as the student's ability to control his own behavior in order to attend to and complete tasks and activities. This skill is necessary for an adequate adjustment into society and the world of work. Assessment of social skill level should be utilized as a basis for the development of curricular activities which are designed to develop and/or strengthen weak areas which the student may exhibit. This assessment can be partially accomplished through observation (formal or informal), and through the utilization of standard instruments such as the Mooney Problem Checklist, and the Hahnemann High School Behavior Rating Scale.

Emotional assessment is closely related to social assessment, but for the secondary aged student, the attempt must be made to separate the two. The lack of social skills that interfere with the student's progress may be related to an emotional problem. The identification of these problems assists in the development of the appropriate social skills activities in the curriculum. The instruments cited in the discussion of social evaluation are also appropriate for emotional evaluation. In addition, the Pupil Evaluation Team has the responsibility to refer those students identified as potentially emotionally disturbed for complete psychological evaluations which include a series of projective techniques. Without this type of assessment, the underlying causes for disruptive behavior can go undetected and unremediated.

As cited earlier, one of the goals of programming for secondary age handicapped students is that of economic independence. Economic efficiency implies career or occupational fulfillment. The assessment of the secondary age handicapped must include a complete examination of the student's prevocational and vocational skills.

It is difficult to completely separate *prevocational assessment* and vocational assessment. The basic difference occurs as to when the activity occurs and where it occurs. Traditionally, a large percentage of what has been called vocational evaluation has in essence been prevocational. Prevocational assessment encompasses all means cited thus far and has as its purpose indicators for the development of programs. Such assessment is not used to test the ability to perform a specific vocation, but rather it looks at adjustment to work, work habits, and attitudes. Such programs as industrial arts, home economics and business programs provide opportunities for prevocational assessment.

Vocational evaluation is more closely identified with an actual industrial task, business operation, or component of an occupational area. This type of vocational assessment is usually conducted through "work sample"* or through actual job placement. Therefore, the actual job placement aspects of programs such as work-study, community based learning, and cooperative education are appropriate for vocational evaluation. Vocational evaluation may take place in an elaborately equipped and staffed center, mobile units serving a wide geographical region or through vocational placements within the school plant. The classroom provides an excellent opportunity for the assessment team and Pupil Evaluation Team to observe the student in order to get an indication of his strengths, interests, skills and abilities.

An assessment team which is attempting to identify characteristics and program indicators also needs to evaluate the academic strengths and weaknesses of the student. However, academic assessment should be considered in its proper perspective and not as a means unto itself. A complete assessment encompasses all of the above cited areas and has as its purpose a better understanding of the curriculum needs of a particular student so that he can develop:

1. An understanding and appreciation of personal, social, cultural and ethnic groups that differ from their own.

2. The mastery (to the fullest extent possible) of the basic skills on the functional utilization of numbers and words.

3. A positive attitude toward school and work and toward the learning process.

4. Acquisition of those habits and attitudes associated with responsible citizenship.

5. An understanding, through exploration and investigation, of the opportunities open to them for preparing for a productive life and the ability to take full advantage of the opportunities available. (See Appendix D for further description of Vocational Assessment)

*A collection of the actual work or task involved in doing a particular job. These are designed as a self-contained unit to be used as an evaluative instrument by the student.

Curriculum

Only when appropriate assessment and diagnosis have been completed is it possible to develop a curriculum which will meet the needs and develop the strengths of the handicapped student. The curriculum cannot be totally the same as that offered to non-handicapped within the school system. It is extremely important that teachers and administrators be cognizant of the individual's abilities and limitations so that appropriate curriculum can be designed.

The curriculum must be thought of as more than an organized sequence of in-school individual or group instruction. It must be viewed as extending beyond the four walls of the school and include any community and family activities and resources that can be used to prepare the handicapped student to become a member of the larger society while allowing the individual to retain membership within his own cultural system.

The curriculum must be flexible enough to permit the development of options in programming. It should not be so rigid that it excludes alternatives to the traditional program and curricular models. It should allow implementation of differential curricular and program strategies; to allow the infusion of appropriate placements for the handicapped student.

An effective program will involve all of the personnel within the school. The actual personnel utilized will be determined by the contents of curriculum offered and its location. Other factors that will influence the selection of realistic curriculum options include: demographic considerations (e.g., urban vs. rural), and the resources available within and outside of the school. Ultimately the design of a continuum of curriculum options must be unique to each community.

All teenagers (handicapped or not) are faced with a myriad of problems, questions, and decisions of a personal and social nature which for handicapped youth, unless they are appropriately prepared, may reach crisis-sized proportions. The curriculum must center around the present and foreseeable problems of daily living and must provide for the sequential development of varied skills, concepts and functions to enable them to fulfill roles as consumers, producers and citizens. Realism must be the key to education of the handicapped. Traditional academic oriented programs are unsuited to many handicapped at the secondary level because upon leaving school they will enter a world that is not truly made for them.

The Junior and Senior High School should include instruction in language arts, mathematics, physical education, art and/or practical arts, counseling in intrinsic values and attitudes, and social studies. The key is to create a curriculum that has a functional and useable basis of problem identification and solving. In some instances, it may be appropriate to devise names for curricular offerings that create peer acceptance. The program modifications utilized by the system will determine the extent to which curriculum modifications will take place. The curriculum for the handicapped cannot be viewed as a truncated or watered down version of the regular curriculum although it must be developed to some extent within the guidelines used for all students. Some of the basic assumptions which underlie the development of curriculum for the secondary age handicapped student are:

Life is orderly, and its pattern can be determined for instructional purposes.

Behavior is determined, and appropriate structured learning situations will result in the development of desired behaviors which are transportable to other like situations.

Concepts essential to meet life's pressing problems and adult career expectancies, can be learned by the secondary aged handicapped student.

All concepts must be taught utilizing concrete situations, with concrete or semiabstract teaching aids and through activities that allow integration into social behaviors and vocational behaviors.

Structured learning situations which take the handicapped student out of the classroom are essential to the development of the cognitive social and vocational skills.

Curricular associations with peers in school are valuable to the secondary age handicapped student and all efforts must be made to provide self-development associations rather than associations at random.

The curriculum at the secondary level must consider the impact upon the program of various factors which will partially determine the strategies employed in designing appropriate activities for the handicapped student. It must be kept in mind at all times that although their chronological age is consistent with that of their peer group, for many students their functional age is below that of their peers due to lack of social and environmental interaction. Many of the students have faced continued failure of some sort which manifests itself in lack of motivation and interest in academic activities. This interest can be redeveloped through the utilization of the community as a full partner in providing curricular experiences.

While academic training constitutes an important part of the educational program, it should be fully integrated into personal and vocational adjustment activities. These academics should bring into account the requisites of the daily activities of these students and should provide meaningful, motivational and applicable experiences. Secondary students bring a wide scope of experiences to the classroom, and it is important that the teacher recognize these and plan accordingly. Meaningful and appropriate academic training is vital to the present and future competence of the student, however, reading, spelling, English, writing and math must be functional and considered as a part of, not end of, the student's program.

Personal and Career Development

Personal and career development for the handicapped student is the responsibility of everyone involved with that student including guidance personnel, teachers, parents and community resources. This responsibility serves two functions: the first being to assist the handicapped secondary age student to complete the process of values clarification; and secondly, to assure linkage with agencies which can assist in post secondary school career development. This guidance should recognize that the handicapped can learn to control their environment through becoming aware of and improving their personal decision-making process. Their choice of an occupation is an outward manifestation of how well their self-concept and self-reliance have been developed throughout their school experience.

Involving outside agency personnel (e.g. from the Bureau of Vocational Rehabilitation) as part of the guidance team early in the high school experience increases the variety, number of strategies, and choices for career development. This involvement increases the likelihood that the handicapped student, as an adult, will continue the life long process of career development and self-realization.

Graduation

Requirements for graduation are determined by the Local Administrative Unit in consideration of the needs of the student and community. There are many different standards used in developing these local criteria, but all are based on each student successfully completing an approved program of studies which includes 4 years of English, 1 year of U.S. History.*

Through a carefully developed Individual Education Program, the special needs student is following a program of studies established by the Pupil Evaluation Team and approved by the Superintendent as an agent of the local Board of Education. This means that credit will be given for the student's individualized program. This curriculum may be taught through the standard program or special program, but at all times it should reflect the student's need to develop skills to their highest potential as preparation for meaningful adulthood. Local requirements may vary but State Law allows that up to one quarter of the units required for graduation from grade 12 may be earned through correspondence school courses, private tutoring, adult education programs**, or other educational out-of-school experiences. This should not be confused with out-of-school programs recommended by the Pupil Evaluation Team. All of these programs must be approved in advance by the school principal and carried out on under their general supervision. In the case of the handicapped, these out-of-school experiences must be a part of the student's planned program and be reflected on the Individual Education Plan.

Having successfully completed an approved program of studies, the special needs student is entitled to equal standing and privileges accorded other graduating classmates. *This includes receiving a diploma at graduation ceremonies, attending other class activities, purchasing a class ring, etc.*

* 20 MRSA, Chapter 113, Section 1281, Sub-section 13

** Only upon approval of Commissioner of Education in the Case of Adult Education Programs

PROGRAMMING - OPTIONS

This section contains detailed descriptions of programs which are appropriate for the handicapped student. Each school administrator and their staff needs to select the most appropriate program(s) based upon the student population and community resources.

When exploring program options, administrators, teaching staff, parents and community members must determine to what extent the following fourteen skill areas can be achieved in current programming.

Basic academic skills
Work habits and attitudes
Economic system
Understanding of self (self-appraisal)
Career decision-making skills
Job seeking, keeping, changing skills
Use of leisure time
Skills in overcoming bias and stereotyping (expanding opportunities)
Humanizing the workplace for oneself (able to assert oneself)
Personal health and hygiene
Interpersonal relationship (people to people relationships)
Independent living skills (level of self-sufficiency)
Parenting (awareness of parenting skills)
Occupational skills (actual job skills)

If these skills cannot be developed within the present structure, the school must examine what modifications need to be made. (See Appendix B for grid to use in determining present structure provisions)

Resource Program

The resource room concept at the secondary level poses a great challenge. The resource room was developed in an effort to solve some of the problems of the special class approach to education of the exceptional student and to achieve more fully an integrated experience for the handicapped student. It involves the presence of a special education teacher or a team of teachers located in a single building. Perhaps there is no teaching position that provides a person with more opportunities for contact with such a number of groups, including families, general and specialized agencies, various types of specialized schools, civic and social community groups and private and public industry. This position also offers the opportunity to work constructively with regular classroom teachers.

Any description of a secondary resource room should emphasize that at all times the resource room teachers must pool all efforts possible, both within the school and the community, to provide the exceptional student with the most appropriate educational program.

Services provided by a secondary resource room teacher include:

... individual instruction on a regularly scheduled basis

... assessment

... consultation with guidance and administration regarding scheduling, attendance, etc.

... developing and/or obtaining specialized teaching materials

... coordinating services with support agencies within the community

... monitoring student progress in regular classes

... consultation with regular classroom teachers who serve exceptional students

... team teaching with regular classroom teachers who serve exceptional students

... developing individual programs for all exceptional students and coordinating all record keeping

... providing crisis intervention and referral process for exceptional students

Many students are capable of functioning in a regular class with periodic small group instruction through a Resource Teacher. A trained, qualified teacher provides carefully planned instruction to the student on a regular basis, designed to provide him with remediation and training outside the special classroom environment. This approach calls for a competent teacher, qualified by reason of experience and training, to provide an individualized program geared directly to the student's abilities. He must be able to communicate to the student's other teachers, the procedures which will meet the student's needs. Careful planning should precede the initiation of this type of program. Special education teachers, regular classroom teachers, counselors and administrators should clearly understand why the student is being enrolled in the resource and regular classes.

Besides the regularly scheduled intervention and services both students and faculty may come to the resource room during unscheduled time. The student comes to take tests from other classes which need to be read to him, to do extra assignments, to receive tutoring, or when he needs to "touch bases" with someone and get his bearings. The faculty uses this time to make referrals, to gain a better understanding of the exceptional student and to exchange materials and curriculum ideas. This policy leads to a greater acceptance of the resource program among all learners and teachers and may lead to a greater utilization of services.

Consulting Teacher

The consulting teacher program is a model based upon providing special education services within the regular classrooms for children who may be identified as mildly handicapped. It is based on the assumptions:

- that all children can learn to some degree, regardless of their handicaps

- all teachers can work with handicapped students to some extent

- individualized program requires continuous evaluation to measure effectiveness

- regular classrooms are more like society in general than is the self-contained or resource room environment.

The student's program is conducted in the regular classroom by the classroom teacher. The role of the consulting teacher is to utilize their teaching skills in preventing crisis problems by using a prevention approach rather than a reactive approach to a major problem.

The consultant supplies an unprejudiced view of the problem by a comprehensive assessment of data derived from a variety of sources including: 1) *direct observation;* 2) *review of records;* 3) *interviews of student, teacher, parents, and professionals, etc.; and* 4) *formal assessment.*

The resulting information enables the classroom teacher, with assistance from the consultant, to define the problem, establish a program, record results and adjust the program as needed.

While the consulting teacher model is essentially school based, it is important that parents be aware of efforts to adjust the classroom program. This provides an opportunity for parental support of these efforts in the home through parent/student interaction.

A successful consulting teacher program is dependent on: Willingness of the classroom teacher to accept recommendation and to adapt classroom programs; the credibility of the consulting teacher as a knowledge resource to the classroom teacher; and a commitment of school administration to provide training for classroom teachers to learn how to implement teaching adaptations.

Self-Contained

The self-contained program is designed as an alternative when sufficient numbers of students of a particular handicapping condition exist within a building or region, and inclusion of these students in existing programs does not meet their individual needs. Numbers and types of students are defined in special education regulations and are generally limited to those who spend more than fifty percent of their time in the self-contained program.

The teacher in this program must hold certification in the area of the exceptionality being served. This person provides instruction in a core of basic skills. These students should be included in regular Home Economics, Industrial Arts and Physical Education classes. This is important in providing an education in the least restrictive environment for these students. Inclusion in other regular classes is dependent on the ability of each individual student.

This type of arrangement provides the greatest flexibility in terms of curriculum and scheduling in the total high school program. In this flexibility lies one of its most critical variables. Every attempt must be made to make it part of the high school curriculum by getting other teachers and administrators involved. This program should not be isolated within the school environment.

Parents also need to understand the advantages of this program option for their children. Community involvement is important if elements of work-study, job sampling, etc., become part of the overall curriculum for the self-contained student.

Alternative Learning Programs

The purpose of alternative learning programs is to bring about attitudinal and behavioral change by helping the student develop a sense of self-worth, responsibility, motivation, socialization skills, basic academic skills and realistic goals.

Program design usually encompass a structured program with clearly defined limits and expectations for academic and behavioral progress. There is an emphasis on student/teacher relationship in setting goals and evaluation of progress which includes informal counseling in recognizing the reality of a situation. Close communication is maintained with parents in clarification of the goals and parental involvement encouraged in forming strategies to meet the goals.

Staff in alternative programs should have a personality which permits a flexible approach to problem solving. They should be highly motivated to understand the unique needs of the student. Student/teacher ratio should be low enough to allow one/one teaching or counseling when necessary.

Resources required for successful alternative programming include a facility set apart from traditional classes but remaining part of the school structure. A variety of teaching material should be available and extention of the learning environment to include job sites and outside agencies such as C.E.T.A. and Job Corps, should be considered.

A critical variable in successful alternative programs includes the acceptance of the program by the public and school staff. School administrations and teaching staff must recognize and credit learning done in non-traditonal environments. It is also important that the community understand the need for and purpose of alternative secondary learning opportunities. In addition to support in funding these programs, the community provides the non-classroom learning situations necessary for a successful flexible alternative program.

Work-Study Programs

The purpose of work-study is to give the students the chance to develop general job concepts and skills in the high school classroom, then transition from the classroom to a specific job or into a high school work-study program will be more efficient and more natural.

In our society, employment has many values in addition to the obvious one of earning a living. Employment builds self-respect -- a heightened self-image. Employment fosters a feeling of usefulness, without which life seems futile. Employment leads to personal growth, both social and intellectual.

The secondary teacher should emphasize the independence and the interdependence of workers. As a student realizes that other workers are dependent upon them, their own assessment of personal worth and importance will be increased. Both student and teacher should be aware that there are other forms of recognition and reward other than a salary.

Secondary programming that provides for work experience coupled with learning experiences is known as Work-Study Programs. Work experience may include, but not be limited to the following types of activities:

- Work-in stations within the school plant, usually without financial remuneration to the student. Examples include working as an aide or assistant in the cafeteria, office and library, or to custodial staff, and elementary teachers;
- Job-shadowing observation, exploration, orientation, training, or volunteer experiences in community environments, usually without financial remuneration to the student;
- Job or work experience activities in community environments for which the student receives financial remuneration.

Learning experiences are designed to be a supportive and integrated part of the vocational, work, and personal adjustment activities in which the student participates. Knowledge and skills in the following areas should be included, depending upon individual needs: *reading, spelling, writing, and arithmetic.*

Students should also be enrolled in those selected subjects in which they have demonstrated skills and social competencies for participation. For example: *Academic subjects, Art, Music, Physical Education, Industrial Arts and Homemaking; and pre-vocational training (typing, metal working, automotive repair, etc.).*

Work-study programs have been demonstrated to be effective for all types of students. The type of program for an individual student depends upon his/her maturity, past experiences and demonstrated readiness. Work-study can be especially effective for students who:

- are likely to remain in a particular community most of their lives;
- are not benefiting from traditional academic programs or environments;
- learn most successfully by demonstration and "try-out" or experiential type modes.

The principle characteristic of the school personnel needed for work-study programs is "Teacher/Coordinator." The teacher/coordinator teaches basic skills in job survival and coordinates the placement of students in work experience sites. The teacher/coordinator must be able to work comfortably with students and work supervisors in such areas as work habits of time, dress, and academic areas which are deficient and interfere with job success.

Ideally, a special education program should include a continuum of vocational experiences which lead the student from the classroom setting through progressive levels of work experiences to the final status of an independent worker.

Community Based Learning

Community Based Learning (CBL) was developed as a Maine adopted model of the National Experience Based Career Education Project. Community Based Learning is an exploratory process that encourages students to examine a variety of careers through individualized learning activities within and outside of school. The student is exposed to the world of work through on-site visits, interviews, job shadowing activities, (where students observe the actual activities being performed), simulated work experiences and school based learning activities. Through practical experience the students begin to understand themselves in terms of strengths and weaknesses, interests and vocational options. Students may examine a site 1-4 hours a day for a period of 1-13 weeks.

Community Based Learning is particularly appropriate for mildly-to-moderately involved handicapped students. Its effect has been demonstrated with students in the following handicapped categories: specific learning dysfunctions, behavior problems, physical-mobility limited, hearing impaired, visually impaired and educable mentally handicapped.

A key part of developing a community based learning program is enlisting the help of people in the local business community interested in acting as a learning resource. Employers view Community Based Learning as an opportunity to become co-partners in the education (career planning and decision-making) of their future employees. Parents see in the program a learning environment that will enable their children to mature in the world of work atmosphere.

Existing facilities and staff can be easily utilized in the Community Based Learning model. In addition, the program requires at least two full-time personnel. A Learning Coordinator is needed to work with each student to develop a structured individualized project plan that involves work site activities and related academic skill development. The Learning Coordinator also facilitates group based career exploration and problem-solving processes. The other vital position is that of Resource Site Developer. This individual is responsible for the development of learning sites, preparation of written resource guides, and linkage between school and community resources. As time allows, regular education staff can be utilized in either position or as an in-school resource.

Community Based Learning students must complete the same credit requirements as other special education students. They can earn credit in Career Education, English-Communications, Social Science, Physical and Biological Sciences, Mathematics, Industrial Arts, Home Economics or Business Education.

Vocational Education

The purpose of vocational education is to provide training for entry-level employment. Students must be at least 16 years of age, not necessarily a junior or senior if a waiver has been approved by the Commissioner of Education.

The instruction is in training for a specific vocational goal, for students who usually plan to go to work after graduation from high school. Instruction is conducted by people with trade experience in a specific occupation. Generally speaking, the programs are usually designed for three periods a day, five days a week, for two years.

Vocational programs available for handicapped students include: the regular vocational classroom setting, on-the-job training and self-contained. The determining factors are the students' handicapping condition, program preference and P.E.T. recommendations.

Placement of handicapped students into vocational programs requires a representative of the vocational school to be a part of the P.E.T. process. This representative can help to insure appropriate placement for the handicapped and aid the P.E.T. team in meeting the students' individual needs through students special program modification and support services.

The on-the-job training mentioned above is a vocational programming option that has been widely accepted because it is a school supervised program that provides experience in a work environment.

This training could be tied directly to a task analysis developed during job development. An example of a task analysis can be found in the Appendix.

Job Development

A component of several of these programs involving out-of-school placements is job development. One successful procedure for job development is outlined in this section. The procedure has been used successfully with a number of systems. Job development can be used by any school staff person, vocational educator or rehabilitation counselor who has the responsibility to locate out-of-school job sites for handicapped students. It is applicable to work experience programs in high schools as well as in vocational centers or region secondary programs.

The purpose of job development is to obtain from employers a task analysis of entry-level positions within their establishments. Once that is obtained, it is brought back to the Region or Vocational Center and put into a job bank. Training will be conducted at the Region or Vocational Center according to the employer's specifications as noted in the task analysis.

When a student has attained competency in their area of training and has met the criteria to participate in the Work Experience Program, he or she will be placed on the job for a maximum of 40 hours without pay. The Work Experience Program does not guarantee employment but it makes it a more realistic possibility.

The rationale of the Work Experience Program is to instill in the student a work ethic, employment attitude and other job skills which will enable the student to seek and maintain employment upon high school graduation. An employer may elect to hire a student for part-time employment upon successful completion of the work experience providing that the student continues with their regular high school education. School personnel should visit the Work Experience site at least on a weekly basis. At this time the student's progress should be discussed and an evaluation report written.

If part-time employment continues, students can be placed on co-op or on-the-job training. Payment alternatives can vary from wages paid 100% by the employer to 50% Comprehensive Employment Training Act and 50% employer funded.

This work experience component is part of the student's formal education. As with all vocational education programs, safety instruction is required and liability and accident insurance needs to be addressed prior to program placement. (See Appendix C for Task Analysis)

Concept of the Sheltered Workshop

The purpose of any sheltered workshop program is to provide vocational experience in a controlled environment.

Schools have used a variety of ways of providing initial work experiences for handicapped youth. Those youth who fall into the low incident categories and/or who because of the severity of their handicapping condition are not able to function within the work-study program or community based learning, will need an alternative program. The sheltered workshop is one of these alternative programs.

The sheltered workshop is generally operated by one school system but serves students on a regionalized basis. In the sheltered workshop the students perform a variety of work tasks such as simple assembly, reclamation in the refinishing of furniture, reconditioning of used automobiles, rebuilding and repairing school furniture. The primary purpose is to develop work skills so that when possible the student can be moved into competitive employment. The workshop is viewed as a teaching institution and at the same time viewed by many as a business venture.

While it is possible that some school systems may be able to purchase services from already existing sheltered workshops, in many instances it is necessary and perhaps desirable for the school personnel to operate their own sheltered workshop training program. By the school operating a sheltered workshop, it is possible for the school personnel to select the kind of work which will be most meaningful and give the largest variety of work experiences to its students. It is advisable for the school to operate its own sheltered workshop because the school already has an existing administrative framework for record keeping, purchasing, administration and supervision. A greater articulation between the Individual Education Plan development and implementation of the goals and objectives can occur if the school controls the sheltered workshop.

For the successful operating of a sheltered workshop, the personnel will vary with the nature of the handicaps of the students enrolled and the type and extent of the program. However, a minimum of three-four people should be employed. These people are a director, one or two workshop supervisor(s), and a secretary-bookkeeper. With this number of people involved, 20-25 students can be enrolled. For each 10-15 students enrolled, one additional supervisor should be employed.

Some schools will have a suitable kind of facility for the location of a sheltered workshop. Other schools may have a facility that is away from the school plant itself, but is owned by the school, that is appropriate for this type of program. Other schools will find that they will have to rent a facility for the purpose of establishing a workshop. Regardless of the location or ownership of the facility, it must meet the requirement of assessability. This is extremely important considering the characteristics of the population to be served within the program.

Also of critical importance is the necessity for having adequate facilities for storage, for shipping of finished products, and for receiving the raw materials. It is recommended that a minimum of 100 square feet per student be provided in order to meet the work space needs of students in operation of subcontracts, reclamation, and manufacturing work. The type of activity being employed will be the determining factor, but it is believed that a space of 5,000 square feet would be adequate for up to 50 students.

Communities can make significant contributions to the operation of a sheltered workshop through financial donations and through the contracts developed for services provided by the handicapped. One of the most significant contributions can be made by the Bureau of Rehabilitation. School systems developing and operating sheltered workshops would do well to involve the local vocational rehabilitation regional director and seek his/her advice in the operation of the program. The sheltered workshop can serve as a pre-vocational or vocational evaluation situation for the counselor. The counselor will need to be involved in all pupil evaluations team meetings for those students who are clients of vocational rehabilitation, and enrolled in the workshop program.

The local school system should establish an advisory committee for its sheltered workshop. A recommended committee should include representatives of the various business, professional, labor and service organizations within the community or area as well as representatives from the education community. To a degree, this type of advisory committee can assist in obtaining entry for workshop personnel into the business and labor community by obtaining work experiences and work placement. It must be remembered that the function of the advisory committee will be that of determining policy and the systems of operation for the workshop. It should be understood that the committee is primarily one of guidance and public relations.

An efficiently run sheltered workshop will have a second committee who has as its responsibility the supervision of the workshop and is concerned essentially with the day-by-day operation of the workshop. This committee's composition is made up of professionals and must include the director of the workshop and the director of special education as well as a representative of the superintendent of schools of the system in which the workshop is located.

Residential and Day Facilities

The utilization of a residential or day facility represents the most restrictive of all options available to the handicapped student. It is an option for any handicapping condition and is limited only by the availability of a suitable facility. Prior to considering a residential or day placement, the system must explore all other alternatives and be certain that the options available at the local level have been evaluated and are determined by the P.E.T. as not being appropriate for a specific student.

Most residential facilities are able to offer the wider range of services needed by some students than are most local school systems. These facilities may be local in nature or they may be designed to serve a much broader geographical area. When considering residential placement, as well as any other placement, the question must be asked: is this the most appropriate education that can be provided and is it within the least restrictive environment?

UTILIZING COMMUNITY RESOURCES IN PROGRAMMING

Examples of school staff who may assume responsibility for coordinating or linking with outside of school resources are: *Social worker or Home School Coordinator, Resource Room Teacher or Coordinator, School Nurse, Guidance Counselor, or any other individual with the following knowledges and skills: Case management skills, Knowledge of community resources, Knowledge of disabling conditions and their effects, and Interpersonnel communication skills.* The ideal individual would possess those skills of both the Special Education Teacher and the Vocational Rehabilitation Counselor.

Two systems which should play an integral role in planning a student's vocational goal are Vocational Rehabilitation and the Department of Labor which includes The Comprehensive Employment and Training Act Services (CETA). (See Appendix E for Listing of agencies providing services to Handicapped Students)

Employment and Training Services

The U.S. Department of labor presently funds programs through various agencies which can assist in providing services and training to handicapped youth. Among these are Job Corps, Job Service and various Comprehensive Employment and Training Act youth services for both in-school and out-of-school youth between 16 - 21.

Although at this writing, it appears the employment and training field will probably be undergoing significant changes, every indication is that at a minimum, Job Corps, On-Job-Training and some form of Work-Experience will continue.

Services which the present Comprehensive Employment Training Act can provide include:

- paid work experience;
- job shadowing;
- vocational skill training;
- career awareness;
- various supportive services, including:
    - transportation, medical and child care services.

Suggestions for Working with Employment and Training

The school administrator should contact the Counselor at the local employment and training office with a list of students who might benefit from Comprehensive Employment Training Act or other services. At this meeting, an exchange of information on the types of services that office can offer students and the number of slots which can be offered to the school should be discussed.

A mutual referral process between school and employment and training office should be outlined. Designated school personnel and the counselor should arrange to meet once or twice a year to informally review all students mutually served by employment and training and special education.

The Comprehensive Employment Training Act, or other Employment and Training counselor, will determine eligibility for referred youth. Cooperation of the school system in providing necessary documentation of a handicapped, which is a substantial barrier to employment, will greatly facilitate certification. Presently a Comprehensive Employment Training Act certified handicapping condition will make a student eligible for Comprehensive Employment Training Act services regardless of his/her economic status.

Vocational Rehabilitation

Vocational Rehabilitation is a statewide program that provides comprehensive services and counseling to eligible handicapped individuals so that they can become employed. Regular competitive jobs, self-employment, sheltered workshops, unpaid family worker and homemaking are all considered employment. Although not all handicapped students qualify for these services, Vocational Rehabilitation Counselors can determine which physically, mentally or emotionally disabled students are eligible.

Vocational Rehabilitation Counselors can assist school personnel with some or all of the following activities:

- provide information about jobs disabled people can do;
- help evaluate and interpret medical or other information about the disabled student;
- provide information about or link the student with other community resources, such as transportation, health programs, social security, mental health treatment programs, physicians, speech and hearing centers, hospitals, interpreter services for the deaf, services for the blind and family counseling programs;
- provide information about types of and where to locate adaptive devices for physically impaired students;
- provide information on how to use Rehabilitation facilities (like Goodwill and GROW);
- counsel students about their disabilities, how to get jobs, motivation for going to work;
- how to modify school equipment;
- information about programs and accessible schools available to students after graduation.

For those students who are eligible for Vocational Rehabilitation, these are some specific services the student might receive:

- job training, mental health therapy, evaluation of job potential, hospitalization and surgery, prosthetic devices (i.e., artificial limbs and hearing aids), development of job sites, counseling the student after he/she is job placed.

Developing Working Relationships With Vocational Rehabilitation

The Rehabilitation Counselor should meet with appropriate school contact persons (guidance counselor, resource teacher, principal, director of special education, or the entire Pupil Evaluation Team) to explain Vocational Rehabilitation services and the types of individuals appropriate for referral. If the Vocational Rehabilitation Counselor does not contact the school, the school administrator should contact the local Vocational Rehabilitation (VR) supervisor or the regional director. (See appendix).

Once school personnel have some understanding of appropriate referrals, a referral process should be developed with the Vocational Rehabilitation Counselor, keeping in mind that participation is dependent on ongoing communication. Designated school personnel and the Counselor might arrange to meet once or twice per year to informally review all potential student referrals. The Vocational Rehabilitation Counselor then can determine which students should be formally referred and which Pupil Evaluation Team meetings will require his/her participation.

School Pupil Evaluation Teams (P.E.T.'s) should try to schedule their meetings for all students being referred to a particular Vocational Rehabilitation Counselor at the same time, to maximize the efficiency of that Counselor's time. One Vocational Rehabilitation Counselor may cover several schools and a large geographical area, so that planning with the Counselor ahead of time is imperative.

Participation in the P.E.T. means meaningful input into the student's program, particularly when outside resources are needed. For those students eligible for Vocational Rehabilitation, the Counselor can help the P.E.T. link the student to community resources and job placement sites. But in order to assist in this linking, the Counselor must be part of the planning process. Methods of participation include: letter, telephone, teleconference, and actual attendance at the P.E.T. meeting.

Strong emphasis should be placed on frequent communication between the school contact person and Rehabilitation Counselor outside the formal P.E.T. meetings to insure that the Vocational Rehabilitation Counselor is involved at appropriate times.

In order to successfully plan and coordinate student's post-graduation placement options, contact with Vocational Rehabilitation should occur at least one to two years prior to the student's leaving school. For those students who are severely handicapped, schools should contact this agency even earlier (ages 14 to 16) to advise them of the student's presence in the school's system.

Cooperative Agreement

A Statewide Cooperative Agreement was developed by the Division of Special Education, Bureau of Vocational Education and Bureau of Rehabilitation to facilitate coordinated planning and programming for handicapped students while in school and to prepare a smooth transition to Vocational Rehabilitation for those students who are eligible.

Referral and service responsibilities are spelled out in this Agreement although local education and rehabilitation administrators are advised to develop a working agreement that best utilizes local expertise and resources and meets student population needs.

As a result of this agreement, the Bureau of Rehabilitation, Bureau of Vocational Education and the Division of Special Education, establish and operate, in cooperation with local school systems, special cooperative facilities at the secondary level. The primary purpose of these cooperative efforts is to provide, on an organized and systematic basis, a comprehensive rehabilitation and education service to eligible pupil-clients enrolled in the secondary special education program. Interagency cooperation has proved to be a successful means of educating and habilitating handicapped youngsters so that they may become self-supporting, contributing members of society.

All rehabilitation, vocational education services are jointly planned and coordinated with local school personnel so as to facilitate and complement evaluation, training and educational opportunities.

The relationship which exists between the local school system, the Division of Special Education, the Bureau of Rehabilitation, and the Bureau of Vocational Education, encourages more concentrated and beneficial assistance to the handicapped student. The cooperative agreement provides a meaningful vehicle for the three agencies to merge their resources to provide a comprehensive effort.

PERSONNEL COMPETENCIES

Although there are many desirable training and experience prerequisites for personnel working with secondary age handicapped students, the state does not specify or require a particularized program of study or preparation. Special education has the responsibility of providing the secondary age handicapped student with those educational and career experiences which will achieve the desired goal of productivity to the fullest extent for each individual.

In order to achieve this goal of productivity, the personnel employed within the programs must exhibit the following competencies and be able to achieve the following related learning activities:

Competency I - ASSIST STUDENTS TO DISCOVER THEIR CHARACTERISTICS (WHAT AM I LIKE?), TO UNDERSTAND REASONS FOR THESE CHARACTERISTICS (WHY AM I THAT WAY?), TO SEE WAYS IN WHICH THESE CHARACTERISTICS CAN BE CHANGED (HOW CAN I CHANGE?), AND TO SEE WAYS IN WHICH THESE CHARACTERISTICS ARE RELATED TO THE PARTICIPATION OF THE STUDENT TO HIS/HER PLACE IN SOCIETY.

Related Learning Activities:

1. *Help students assess themselves. For example. . .*
   a. *exhibit a respect for the world around him/her*
   b. *plan for values clarification activities*
   c. *provide feedback on academic performance*
   d. *help develop a personal definition of success.*
2. *Explain cultural and environmental influences on student characteristics. For example. . .*
   a. *explain how specific careers contribute to satisfying individual, family, school, and community needs*
   b. *help learners value divergent elements in society*
   c. *identify society's biases about careers and the implications of those biases*
   d. *understand trends in life styles.*
3. *Relate content, teaching procedures and careers to personal characteristics of students. For example. . .*
   a. *plan activities in which learners observe life styles that accompany various occupations*
   b. *plan activities which will result in positive self-concept of learners.*
4. *Help students identify and pursue alternatives that are viable for them. For example. . .*
   a. *set up work experiences for learners*
   b. *help learners find a balance of work and leisure for themselves.*

Competency II - ASSIST STUDENTS TO UTILIZE PROBLEM-SOLVING SKILLS IN MAKING EVERYDAY DECISIONS.

Related Learning Activities:

1. *Demonstrate knowledge and skill in problem solving and plan activities in which learners use problem solving skills. For example. . .*

   a. *create situations in which learners make choices and evaluate those choices both individually and in groups*
   b. *develop ways learners can experience how others' decisions affect them and how their decisions affect others.*

2. *Relate problem solving to decision-making. For example. . .*

   a. *idenfity the elements necessary for making, evaluating, implementing, and changing personal decisions*
   b. *plan activities in which learners evaluate a variety of career choices*
   c. *assist learners in seeing that they have control over their career choices*
   d. *help learners in personal goal setting.*

Competency III - ASSIST STUDENTS TO SEE AND DEVELOP CLEAR RELATIONSHIPS BETWEEN WHAT THEY ARE BEING ASKED TO LEARN IN SCHOOL AND POTENTIAL FUTURE CAREERS.

Related Learning Activities:

1. *Recognize possible problems in applying school learning in future careers.*
2. *Ask pertinent questions about the applicability of school learning in future careers.*
3. *Elaborate school learning and suggest alternative deductions involved in applying such learning in future careers.*
4. *Predict what is likely to happen when school learning is applied in future careers.*

Competency IV - ASSIST STUDENTS TO DEVELOP CAREER-RELATED PERSONAL AND INTERPERSONAL SKILLS.

Related Learning Activities:

1. *Exhibit a familiarity with the world of work including its history, current state, and the ways in which it is organized. For example. . .*

   a. *demonstrate knowledge of a wide variety of career choices.*

2. *Identify, develop, and demonstrate work habits related to specific careers.*
3. *Develop procedures for identifying and analyzing community resources and job settings.*

4. Plan activities in which learners gather information about a variety of careers.

The preceding competencies and activities are based upon two assumptions:

1. Every teacher has a responsibility to infuse career education concepts into the instructional program.
2. The prospective teacher will develop the following general teaching competencies prior to or concurrently with his development of "career education competencies."

   a. determines the needs of the learner
   b. plans activities for the learner
   c. selects appropriate materials for instruction
   d. employs a variety of teaching strategies appropriate to the situation
   e. employs a variety of evaluative procedures appropriate to the situation
   f. utilizes feedback to improve his professional competence.

The Division of Special Education wishes to express its appreciation to the Commissioner's Task Force on Programming for Handicapped Students in Maine's Secondary Schools who worked diligently to produce this document. Without their intense energies over a period of 18 months, this document would not have been possible. The members of that Task Force were:

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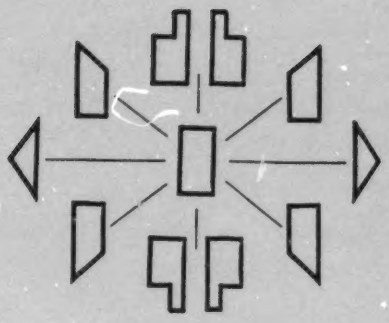
APPENDIX



Appendix A

Program Options Descriptions

The following program option descriptions are intended to identify existing programs which have proven successful as alternatives for programs for exceptional students. Following each brief description is listed an address and/or contact person. If the reader is interested in exploring the programs, contact should be made with the person listed. This listing is not intended to be inclusive or exclusive, but only serves as an indication of the existence of known programming identified in the program options section of the main manual.

PUPIL REHABILITATIVE EDUCATION PROGRAM

Purpose:

The Pupil Rehabilitative Education Program (PREP) is an alternative school for children with behavior problems.

Participants:

PREP serves students in the Portland School System in grades 6-12 who have behavior problems.

Program Description:

P.R.E.P. is an alternative program designed to provide the behavior problem students with intense support and operates on a behavior modification basis. There is a low pupil/teacher ratio so that all curriculum can be individualized. Good behavior in the classroom is rewarded through the utilization of "I Caught You Being Good," slips which are units of the token economy. The students use these tokens at auctions for tangible rewards, such as: hamburgers, french fries, chocolate milk, clothing items, gift certificates, or tickets to a movie.

Contact:

45 Casco Street
Portland, Maine 04101
207 - 772-1405

COMMUNITY BASED LEARNING

Purpose:

To place 10th through 12th grade students into community work environment where they can explore careers that interest them by observation and actual work.

Participants:

Handicapped students in grades 10-12.

Program Description:

The Community Based Learning program is designed to:

Teach students: planning; decision-making; job seeking/keeping skills; and independent living skills.

Improve students: self concept; peer and adult relationships; overall performance in school.

Make students aware of: careers and career choices; their values and skills; sex stereotyping.

During each year of high school, the following activities are conducted:

Ninth grade: Test hands-on career skills through Work Samples Evaluation that can occur in Industrial Arts, Home Economics or other pre-vocational courses. Begin to explore tentative career choices through the GIS Career Guidance System.

Tenth grade: Conduct CBL Career Exploration/Investigation activities to clarify career direction.

Mid-part of the student's high school career: Contact Vocational Rehabilitation to explore referral of eligible students for evaluation and program planning.

Elventh grade: Determine career direction until graduation.

Learning coordinator identifies resource sites in the community where students can be placed;

Learning coordinator analyzes types of jobs available and skills needed to perform them.

The site may offer three levels of learning activities:

a. Orientation - student is familiarized with the site
b. Exploration - student observes and acquires skills
c. Investigation - student utilizes skills

Students determine which sites to attend and have major responsibility for their programs. Site personnel and the Learning Coordinator assist students with planning activities and good accomplishments.

Because placement at a community site is a learning experience the student is not paid.

Students receive academic or elective credit for participation in CBL activities, based on school policy and number of hours spent in CBL activities.

Students have five career packages to choose from (commerce, communications/media, life science, physical science, social studies).

School and community site activities are monitored by the Learning Coordinator or another assigned school staff member.

Twelfth grade: Student continues with activities outlined in grade 11.

Contact:

Keith Bagley
Bonney Eagle High School
West Buxton, Maine 04093
207 - 642-3370 or 727-5131

Vocational Education/Special Education - PROJECT JOB-SCOPE
(Survival Curriculum of Occupational and Practical Education)

Purpose:

To provide individualized, coordinated, pre-vocational training for mildly retarded handicapped high school students.

Program Description:

This program is coordinated by a planning committee that includes: guidance personnel, resource and vocational teachers, administrators and parents.

Students are identified by the Pupil Evaluation Team. Students work with the Guidance Counselor, Vocational Teacher and other personnel as needed to develop an individual vocational plan. Individualized plans will include a job goal, skill objectives and course work needed to achieve the objectives.

The student's program is planned around the school's seven period rotating schedule. During three periods, eleventh and twelfth graders work on practical projects under the Vocational Instructor's direction. Students learn how to use hand and power tools in such projects as building a school ski jump, and painting a fire house. Emphasis is placed on planning, reading instructions, taking measurements, purchasing materials and safety instruction.

A teaching team consisting of Vocational Teacher and Resource Teacher provide a class that stresses writing skills such as filling out forms and job applications, reading skills such as menu reading and job related reading tasks, and math skills in making change and job tool related math applications.

During the three periods, students are not taking JOB-SCOPE or survival skill classes, they are included in classes such as Industrial Arts, Home Economics, other occupational oriented courses, academic and/or remedial courses in English, writing, math and gym. Depending on interest and ability, they also may attend classes at the regional vocational education school or enter a work-study program.

Staff includes one full-time Vocational Instructor with a background in Special Education. One part-time Teacher's Aide.

Contact:

Larry Koch, Assistant Superintendent
SAD #15
Gray, Maine 04039
207 - 657-3335

THE WORK ORIENTATION LAB

Purpose:

To prepare mildly to moderately handicapped students for immediate unsubsidized employment upon graduation.

Participants:

Handicapped students, grades 11-12.

Program Description:

The Work Orientation Lab is a Regional Vocational program for handicapped juniors and seniors located at Waterville High School and Regional Vocational Center. The purpose of this program is to develop job acquisition skills, acceptable work attitudes and behaviors. Through a wide range of work experiences, we prepare the students for the real world of work. These skills are developed both in the Work Lab and on work experience training sites in the school and community.

The Work Lab has been designed to simulate a work structured environment. Here are integrated both social and work interactions in a success oriented atmosphere. The purpose is to bring our students up to a functional level of performance so they can make the transition to the real world of work.

This program enables handicapped high school students to supplement their vocational job preparation program with community based work experience which are monitored by a vocational instructor specifically trained in educating and counseling the handicapped.

The end goal of our program is to enable our students to be competitively employable as a result of the training they have received here.

Staff:

One full-time instructor with M. Ed - Special Education and one full-time work site coordinator.

Contact:

Paul Olson
Special Education
Waterville High School
Waterville, Maine 04901

Vocational Orientation Curriculum: Alternative Learning Style (VOCAL)

Purpose:

To develop pre-vocational skills, provide career education information to conduct vocational testing and exploratory vocational experiences leading to specific skill training for handicapped students.

Participants:

Handicapped students-grades 9-12

Program Description:

Lake Region School District, Department of Special Services in cooperation with the Regional Vocational Technical Center operates a vocational education program for grades 9-12, by utilizing a full-time vocational specialist to teach students in the program and by providing vocational interest testing and specialized vocational aptitude testing. The emphasis of the program in grades 9-10 is the development of pre-vocational skills, career education information, vocational testing and exploratory vocational experiences. In grades 11-12, the emphasis is on specific skill training. In some cases, the students are integrated into regular vocational education programs, with supportive assistance from the vocational specialist. In other cases, the vocational specialist develops individualized skill training sequences for students.

The vocational specialist is responsible for work-study arrangements, on-the-job training, and job placement for handicapped students. The vocational specialist is responsible for in-service training of vocational education faculty members to help them in working with students having special needs.

Teachers are:
One Certified Special Education Teacher,
One Approved full-time assistant, and
One full-time Vocational Specialist.

Classes offered in the Resource Room are:
English, Math, Science, and Social Studies.

Mainstreamed classes the assistant attends are:
All Industrial Arts and Consumer Living Classes,
Biology and American Studies.

Mainstreamed Classes are:
Co-op, Typing, English, Remedial Reading, American Studies,
Shop - Consumer Living, Art, Music, and Physical Education.

Contact:

Cheryl Steele, Director of Special Education
SAD #61
Bridgton, Maine 04009
207 - 647-5209

8.

CAREER GUIDANCE: JET - (JOB EXPOSURE AND TRAINING WITH EMPHASIS ON EXPOSURE)

Purpose:

To provide sophomores with exposure to several job areas so that they can more intelligently choose a field for training.

Program Description:

This program is for students who do not excel in academics but may function well in selected occupations.

Job sites that coincide with training areas offered at the regional vocational center are located by the resource room teachers during the summer. Job sites include department stores, photo studios, newspapers, hospitals, motels, auto repair centers and electrical and welding shops. Exposure to the actual job prior to entering the vocational school gives students a better idea of which vocational program best suits their interests and skills.

Students go to an area business to learn about and try particular jobs, two mornings a week for three weeks. The resource room teacher accompanies the student for the first day; then does a follow-up check during the second or third week.

Students do not receive payment during the sophomore or junior year because they are identified as trainees, not as employees. (The Department of Labor should be contacted for information on wage and hour regulations.)

Employer responsibility includes informing the school's coordinator about the skills required to perform the job; providing exposure or training in these skills under direct supervision; and evaluating the student's competencies and suitability.

Contact:

Norma Gorham/Norman Prouty
Hampden Academy
Hampden, Maine 04444
207 - 862-3791

Tri-District Career Training Program

Purpose:

The Tri-District Career Training Program, housed at Carrabec High School in North Anson, Maine is an attempt to provide personal adjustment and career preparation for mild to moderately handicapped adolescents.

Participants:

The program serves students in grades 9-12 from three sending districts - SAD's #74, #13, and #59.

Program Description:

This program combines many features of self-contained, work-study, resource room, and vocational education. The laboratory setting at Carrabec is designed to provide a prevocational/vocational setting where students are evaluated and receive instruction in the following cases:

a. Health Care
b. Food Service
c. Clothing Application and Utilization
d. Career Awareness
e. Basic Tools
f. Horticulture/Agriculture
g. Building Construction Trades
h. Building Maintenance/Custodial
i. Child Care, Growth and Development

Students spend half their day in this program at Carrabec and the rest in a resource room in their sending schools. Good utilization of existing busing for the area vocational school makes this possible.

The program was designed as a two-year sequence and course offerings parallel programs offered at the regional vocational center. As students complete requirements in the program, the P.E.T. will make a determination for further involvement in this program or enrollment in programs at the regional vocational school.

Contact Person(s):

Harvey Hayden
Special Education
Coordinator
30 Main Street
Madison, Maine 04950
207 - 696-3323

Sally Cavanaugh
Carrabec High School
Teacher-Coordinator
North Anson, Maine 04958
207 - 635-2296

Alternative Studies Program

Purpose:

Since 1974, the York Schools have provided intensive services for remediation and development of the academic potential of the non-traditional learner. Through the Learning Disabilities and Reading Programs, to the 5 member Resource Teams at each level that now exist, services to many non-traditional and/or handicapped learners have been provided, and tutorial help or individualized instruction in Reading and Study Skills have been provided to scores of traditional learners who have wished to improve their own performance.

Over the years, it has become increasingly evident that as these many non-traditional learners remain in school (for whatever reasons) the Program of Study has had need of revision to provide appropriate courses at realistic instructional levels. The inclusion of several English electives, math programs, and science courses have increased the scope of offerings to meet this need. Ultimately, however, it has become necessary to organize these many offerings at many different levels into one comprehensive program, so that proper placement and appropriate instruction can be pursued.

This program suggests a basic performance program to provide the most appropriate and reasonable course study for the student who runs the highest risk of failure in the present situation. No compromise of standards is implied; however, a core program of essential learning is offered to guarantee a solid learning base and potential for self-instruction and self-improvement.

The Alternative Studies Curriculum

The following section proposes a course of study devised from existing curricula to meet a basic instructional plan for non-traditional students.

Course of Study

Each student following the Alternative Studies Program will be expected to meet the minimum academic requirements of the General Curriculum.

These are:

4 years of English
2 years of Science
1½ years of Mathematics
1 year of American Studies

In addition to these courses, the following are also required:

½ year - World of Work - Pre-Voke
1 year - Co-op - 2 credits

These add up to eleven (11) credits. Five (5) other credits may be obtained through the following course areas:

Chorus/Band
Home Ec/Industrial Arts
Art

In this manner, by the end of what is now Junior year, a student in this Program will have completed nearly all, if not all, requirements toward the minimum accepted number of credits for graduation in this part of the State. At the same time he/she will have demonstrated basic competency in those areas he has studied, obtaining a "C" average or better. Any work below a "C" will have to be made up before credit is granted.

Referral to Program and Enrollment

Since membership in the Alternative Studies Program includes students who have been identified as Special Needs persons, referral will be managed by the Pupil Evaluation Team. Referral will be made by individual classroom teachers, through Guidance, or by the administration by means of a Resource/ Special Services Referral Form. P.E.T. will screen the referral, and if warranted, will recommend appropriate placement. Final approval rests with the building principal.

The Alternative Studies Diploma

Upon achievement of the sixteen credit requirement, provided all necessary courses have been successfully completed, a diploma specifying that the minimum standards have been met, will be awarded. This will in no way differ from the General Diploma, except in that the fact of minimum achievement has been noted thereupon. This notation will also appear on student transcripts.

Counselling During the Program

Course selection will be the joint responsibility of the Guidance and Resource Departments. Vocational counselling, job exploration and placement, and referral to any outside vocational agency will be the responsibility of the Co-Op Director. Any course selection or recommendation for supportive outside services will be subject to review by the P.E.T. if the student is under an I.E.P. and thereby identified as Special Needs.

Coordination of the whole program will be the responsibility of the Special Service Director (Special Service Coordinator) at York High School.

Annually, during the February Teacher Workshop, those individuals involved in the Program will meet and make recommendations for development and change, based on performance during the previous year. Any changes made will be subject to review and approval by the appropriate administrative personnel.

Summary

In the previous pages a coordinated base program has been outlined to take any non-traditional learner from middle school to the world of work, providing evidence of basic competence and appropriate survival skills to succeed in the occupational arena. At the same time on-going counselling, advisement, and support will provide for personal growth along with the academic.

The goal of this proposal has been to organize and outline a minimum competencies program that will provide an equal opportunity to every student in spite of decreasing funds or added educational responsibilities. Hopefully, it will accomplish that purpose.

Earl Bradford

Resource Programs

The purpose of Resource is to provide successful learning situations for students who do not learn in a traditional classroom situation. Support in study skills and development of learning methods is offered to any student having difficulty, or wishing to do better in studies. Regular classwork is offered to a limited number of students in Reading, Mathematics, and English. Help with testing, regular classwork, and personal concerns are also provided on a one-to-one or small group basis.

Reading Lab

This is a course designed to help a wide range of students develop reading skills appropriate for high school work, and tasks beyond school. Development of vocabulary, comprehension and reading rate will be pursued. Credit will be arranged. Permission of instructor required.

English Skills

Instruction and review of basic language art skills for learners who are unsuccessful in usual classroom situations is the purpose of this course. Basic reading and writing development is the general area of this course, with support in listening and learning skills included. Permission of instructor required. Credit arranged.

Math Skills

Like English Skills, Math Skills is aimed at developing functional ability in the four operations, as well as development of abilities based on student need in math. This course is also designed to meet the needs of the non-traditional learner. Permission of instructor required. Credit arranged.

Cooperative Education (Co-Op) 950 One year Two Credits

Co-Op is a full-year, two credit course which allows students to train in the community while attending school 25 or less hours per week. In Co-Op, students learn basic entry level job skills which prepare them for a smooth transition to the world of work after graduation.

To qualify, a student must have parental approval, be a junior or senior, and be at least 16 years of age.

The in-school related class must be taken along with other school subjects. General related classes deal with human needs and human relationships, planning, life-coping skills, applications, resumes, and interviewing techniques. Specific related classes provide for individual study of technical material in the area of the students' career goal as evidenced by testing and individual counseling.

The on-the-job training station is the securing and maintaining of a job. A work agreement is made between the school, the student, the parent and the employer. It also outlines the operations that the student will experience. On-the-job evaluations are done by the employer with the Co-Op Coordinator.

To receive the following credits, a student must demonstrate:
1 credit - successful performance at a training station providing a minimum of 15 hours or more per week.

Successful completion of an individualized training plan detailing a sequence of skills to be mastered.

1 credit - successful completion of related class requirements.

World of Work 951/952

This course is an opportunity for the non-working student to explore the world of work and determine possible areas of interest for future employment. Vocational and interest assessment, on-site visits, and decision-making strategies will be pursued.
Half-year/Half credit.

Contact:

Earl Bradford
York High School
York, Maine 03909

SKILL AREAS	Resource Room	Consulting Teacher	Self-Contained	Alternative Learning Program	Work-Study	Community Based Learning	Sheltered Workshop	Vocational Education	Other	
Basic Academic Skills										
Work Habits and Attitudes										
Economic System										
Understanding of Self										
Career Decision Making										
Job seeking, keeping, changing skills										
Use of Leisure Time										
Skills in Overcoming Bias and Stereotyping										
Humanizing the Work Place for Oneself										
Personal Health and Hygiene										
Interpersonal Skills										
Independent Living Skills										
Parenting										
Occupational Skills										

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Place P, S or M in each box after determining the emphasis of your current school secondary programs.

P = Primary emphasis
S = Secondary emphasis
M = Minimal or NO emphasis

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Name _____

Date Started _____ Date Completed _____

Drop and Reason Why _____

COMMERCIAL DISHWASHER TASK ANALYSIS AND PERFORMANCE OBJECTIVES

	Obj. Attempted	Obj. Met	Not Applicable
Work Characteristics			
1. Given the necessary instruction, the student has demonstrated good personal hygiene consistently for 9 consecutive weeks.....			
2. Given the necessary instruction, the student has demonstrated good grooming.....			
3. Student has demonstrated good attendance (absent 10 days or less for the school year).....			
4. Given oral directions (consisting of 3 different tasks), the student has demonstrated the ability to follow each accurately.....			
5. The student has demonstrated the ability to cooperate (get along) with co-workers (peers) consistently for 9 consecutive weeks.....			
6. The student has demonstrated the ability of accepting constructive criticism consistently for 9 consecutive weeks.....			
7. The student has demonstrated the ability of seeking (asking for) help when appropriate (needed) for 9 consecutive weeks.....			
8. The student has demonstrated the ability of attending to task with limited (little or no supervision) supervision consistently for 9 consecutive weeks.....			
Commerical Dishwashing			
1. Given the appropriate instruction (audio-visual, demonstrations, lecture and literature) followed by a quiz, the student has demonstrated the ability to list the safety regulations when working in a commercial dishroom with 90% accuracy.....			
2. Given a commercial dishwashing machine, the student has demonstrated the ability to identify (list) the parts of the dishwashing machine with 90% accuracy:			

a) rinse thermometer
b) wash thermometer
c) fill valve
d) door arm
e) drain handle
f) timer switch
g) auxiliary rinse switch
h) heater switch
i) booster heater
j) upper rinse arm
k) upper wash arm
l) strainer pan
m) lower rinse arm
n) lower wash arm
o) overflow drain cover

	Obj. Attempted	Obj. Met	Not Applicable
3. Given the appropriate instruction followed by a quiz, the student demonstrated the ability to list the steps in operating a commercial dishwashing machine with 80% accuracy.....			
4. Given a commercial dishwashing machine on 10 separate occasions, the student has demonstrated the ability to set up the dishmachine with 100% accuracy.....			
5. Given a commercial dishwashing machine and dirty dishes on 10 separate occasions, the student has demonstrated the ability to operate the dishwashing machine with 100% accuracy.....			
6. Given a commercial dishwashing machine on 10 separate occasions, the student has demonstrated the ability to tear down the dishmachine with 100% accuracy.....			
7. Given a dishroom stacked with dirty dishes on 10 or more separate occasions, the student demonstrated the ability to scrape dirty dishes, throw paper goods into garbage can , and food waste into the garbage disposal with 100% accuracy.....			
8. Given a dishroom equipped with soaking bucket on 10 or more occasions, the student has demonstrated the ability to sort silverware and place in soaking bucket, scrub stained cups, and soak egg and cereal dishes with 100% accuracy.....			
9. Given a dishroom equipped with a sprayer and racks on 10 or more separate occasions, the student has demonstrated the ability to rack dishes properly and spray rinse plates after racking with 100% accuracy.....			
10. Given a dishroom equipped with a sprayer on 10 or more separate occasions, the student has demonstrated the ability to spray rinse all glasses, cups, and bowls before racking with 100% accuracy.....			
11. Given an equipped commercial dishroom on 10 or more separate occasions the student has demonstrated the ability to use both hands efficiently when handling dishes with 100% accuracy...			

	Obj. Attempted	Obj. Met	Not Applicable
12. Given a commercial dishwashing machine on 10 or more separate occasions, the student has demonstrated the ability to check and maintain wash temperature (140° to 160° F) and rinse temperature (180°) with 100% accuracy.....			
13. Given a commercial dishwashing machine on 10 or more separate occasions, the student has demonstrated the ability to consistently check the Shur-Rins to maintain quick and spotless drying of dishes with 100% accuracy.....			
14. Given dishes that have been racked and washed on 10 or more separate occasions, the student has demonstrated the ability to sort the silverware for air drying and place them handles up in the proper containers after the air drying process with 100% accuracy.....			
15. Given dishes and utensils that are ready to be stored in their designated areas on 10 or more separate occasions, the student has demonstrated safe sanitary handling of such kitchenwares with 100% accuracy.....			
16. Given a commercial kitchen on 10 or more separate occasions, the student has demonstrated the ability to store dishes, glasses, utensils, pots, pans, etc., in their designated storage areas with 100% accuracy.....			
17. Given a garbage disposal on 10 or more separate occasions, the student has demonstrated the ability to operate the garbage disposal accurateley and safely with 100% accuracy.....			
18. Given a problem with the dishwashing equipment and/or garbage disposal, the student has demonstrated the ability of communicating the problem to the designated person with 100% accuracy			
19. Given both stainless steel and aluminum kitchen equipment (pots, pans, etc.) on 10 or more separate occasions, the student has demonstrated the ability to determine the difference between stainless steel and aluminum equipment and follow the appropriate washing and sanitizing method for each with 100% accuracy.....			
20. Given a pot, sink, and aluminum kitchenwares on 10 or more separate occasions, the student has demonstrated the ability to scrub, wash, and rinse kitchenwares appropriately with 100% accuracy.....			
21. Given a commercial dishwashing machine on 10 or more separate occasions, the student has demonstrated the ability to operate the dishwasher (both wash and sanitize cycles) with 100% accuracy.....			

	Obj. Attempted	Obj. Met	Not Applicable
22. Given a banquet on 10 or more separate occasions, the student has demonstrated the ability of working in the dishroom at an employable rate of procducing quality work, and practicing sanitation with 100% accuracy..... Comments: _____			

WORK EXPERIENCE

Place X in Area of Completion

1. This student successfully completed a 40 hour work experience program at _____ _____

   _____

   _____

   according to the program Coordinator and Supervisor provided by the above mentioned business.

2. This student has not successfully completed the 40 hour work experience program at _____ _____
   due to the following reasons:

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Based upon Capitol Area Regional Vocational Center - Project HASTE.

Appendix D

The following material was taken from "Cooperative Occupational Preparation of the Handicapped - Exemplary Models", Texas Tech 1980.

Formalized Vocational Assessment

Work Assessment/Vocational Evaluation - means a comprehensive process, staffed by specialists, that systematically utilizes work, real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. It incorporates medical, psychological, social, vocational, educational, cultural, and economic data for establishment of individual goals.

According to Dunn and Korn (1973) a comprehensive vocational evaluation has several goals for both evaluator and students.

1. Awareness of vocational interests
2. Awareness of vocational qualifications
3. Awareness of vocational goals
4. Awareness of services provided
5. Awareness of vocational potential

Two methods of assessment are situational assessment and use of work samples. Situational assessment is a systematic procedure for observing, recording and interpreting work behavior. It may take a more overall look at functioning, or it may focus only on a select number and type of work behaviors to answer specific questions. Ordinarily, such assessment is not used to test the ability of a student to perform a specific vocation, but rather to look at adjustment to work, work habits and attitudes.

A work sample is a close simulation of an actual industrial task, business operation, or component of an occupational area. It may be a "home constructed" work sample or a commercial work sample which is standardized. A well developed work sample should do the following:

1. List competencies the work sample is to access
2. Specify tasks to be prepared
3. Give administration and scoring procedures
4. List all related jobs
5. List all partially related jobs
6. Include validity and reliability data

Work samples can provide information that cannot be obtained by psychological tests or through interviews, can expose students to a wide range of jobs, can teach the student the impact of his own decisions by selecting various samples and can provide self-evaluation to the student. It should be remembered that work samples do not represent the criteria for determining work success and that the objectivity and quality of the evaluator's observations depends upon that person's training and freedom from bias.

Bitter (1967) feels that formal testing has not been particularly helpful in evaluating the handicapped job potential, particularly the mentally retarded. Work samples have been useful but on-site evaluation is most helpful for several reasons:

1. The experience is real and concrete
2. It provides a functional appraisal of behavioral dynamics on the job
3. By using a variety of job sites, the evaluator and student can experience immediate perception of what they do or do not like about the job
4. There is immediate feedback to the students about their capabilities and limitations

Evaluation and Assessment Tests

The traditional counseling and guidance system relied heavily upon paper and pencil tests, upon interpretation of these tests, and upon information and counseling regarding various alternatives in occupational choices. This traditional system has been useful for intellegent, well-motivated individuals who did not have serious mental or physical handicaps. Many handicapped, on the other hand, are low achievers, with cultural factors which influence attitudes and values about work, negative work experiences and severe handicaps which prevent participation in normal life activities.

Most tests have not been standardized on the severely handicapped; these individuals typically fall below the norms, making interpretation of their scores difficult. Most professionals fail to link the purposes of evaluation with the purposes of instruction. Some view the purpose of assessment as administrative, i.e., to justify eligibility and placement decisions rather than to focus importance on a person's ability to learn and to adapt. Most would agree that psychological tests probably are more helpful in making administrative and program decisions than in making individual decisions about future vocational success.

TYPES OF TESTS

Psychological Tests

Individually administered intelligence tests are generally considered to be a better measure of intelligence than the paper and pencil tests. The revised Wechsler Intelligence Scale for Children or the Wechsler Adult Intelligence Scale are probably the most widely accepted tests for the assessment of intelligence.

Achievement Tests

Achievement tests are utilized to measure academic progress. However, with high school students and adults who are low achievers, these tests are frequently inappropriate.

Two tests which have been particularly useful with teenaged and young adult handicapped are the Adult Basic Learning Examination (ABLE, HARCOURT, BRACE, and Iovanovich) and the Peabody Individual Achievement Test (PIAT, American Guidance Service).

The Wide Range Interest - Opinion Test (WRIOT, Jastak Associates) can be used with the mentally retarded and the culturally disadvantaged since it does not require reading. The Minnesota Vocational Interest Inventory (MVII, Psychological Corporation) reading level has been estimated at sixth grade and is

intended for those persons contemplating entering occupations which do not require college.

Aptitude Tests

Aptitude test is a general term which is used to describe tests which measure unitary traits such as finger dexterity as well as mixed performance tests which could be labled work samples. The term is generally used to indicate the degree to which a student has the characteristics which are important in a particular vocation.

General Aptitude Test Battery (GATB, U.S. Employment Service) was developed for use with older adolescents and adults who are in need of vocational counseling and seeking employment. It is questionable whether individuals with a reading level below the eighth grade can meet this test's reading demands.

The San Francisco Vocational Competency Scale is one instrument which has been widely used with the mentally retarded. Published in 1968 by the Psychological Corporation, studies have found that this scale has utility in predicting production rates and social admustment in various work settings.

Appendix E

ACTIVE SHELTERED WORKSHOPS IN THE STATE OF MAINE

Elmhurst Association for Retarded Citizens
WA, SE
400 Center Street
Bath, Maine 04230

Maine Institute for the Blind
EVAL, WA, WAT
189 Park Avenue
Portland, Maine 04102

MOBIUS, Inc.
WA
P.O. Box 574
Damariscotta, Maine 04543

St. John Valley Association for Handicapped Citizens, Inc.
WA
10c 11th Avenue
Madawaska, Maine 04756

Sunrise Developmental Center
SA, WAT, WA, EVAL
131 Court Street
Machias, Maine 04654

Mailing Address: Washington County Association for Retarded Citizens
P.O. Box 316
Machiasport, Maine 04655

Sunrise Developmental Center
P.O. Box 181
Eastport, Maine 04631

Ditto

Athens Workshop
WA
Main Street
Athens, Maine 04912

Mailing Address: Sebasticook Association for Retarded Citizens, RFD 1
Box 400
Hartland, Maine 04943

Sebasticook Farms
SK, EVAL (specialized),
WAT, SE
Square Roads Farm
Square Road
St. Albans, Maine 04971

Ditto

Sebasticook Association for Retarded Citizens
RFD 1, Box 400
Hartland, Maine 04943

Work Opportunity Center
SA, WAT, WA, SE
Work Adjustment Center
P.O. Box 293, Bldg. S-102
Skyway Industrial Park
Presque Isle, Maine 04769

GROW - Growth through Rehabilitation and Occupational Workshop
EVAL, SE, WA, WAT
Box 724
Augusta, Maine 04330

Saco Valley Training Center Sheltered Workshop
EVAL, SE, WA, WAT
7 Green Street
Biddeford, Maine 04005

Charlotte White Center
WA
Union Square
P.O. Box 388
Dover-Foxcroft, Maine 04426

Coastal Workshop, Inc.
WA, SE
35 Limerock Street
Camden, Maine 04843

Waterville Work Activity Center
WA
Box 334
North Street
Waterville, Maine 04901

Bath Regional Association for Retarded Children
WA
400 Center Street
Bath, Maine 04530

Sandy River Rehabilitation Center
SA, WA, WAT
Franklin County Friends of Retarded Citizens
Box 46
Farmington, Maine 04938

Goodwill of Maine, Inc. (Branch of I-SH-59)
EVAL, WA, WAT, SE
353 Cumberland Avenue
Portland, Maine 04104

Green Valley Training and Vocational Center
SA, WAT, WA
P.O. Box 127
Island Falls, Maine 04747

Mt. Desert Island Sheltered Workshop
WAT, WA
Route 3
Otter Creek, Maine 04665

Mailing Address:
Shannon Road
Bar Harbor, Maine 04609

Ken-A-Set Association for the Retarded, Inc.
WA
Holland Sheltered Workshop
P.O. Box 113
Skowhegan, Maine 04976

Ken-A-Set Association for the Retarded, Inc.
WA
K. C. Dill Activity Center
Water Street
Skowhegan, Maine 04976

Pathways, Inc.
EVAL, WAT, WA, SE
589 Minot Avenue
Auburn, Maine 04210

Adult Activity Center
WA
Box 574 - River Street
Rumford, Maine 04276

Friends of Retarded, Inc.
WA
68 Pine Street
Portland, Maine 04102

Friends of Retarded, Inc.
WA
406 Main Street
Westbrook, Maine 04092

Square Road Workshop
WA
Square Road
St. Albans, Maine 04991

Mailing Address: Sebasticook Association
for Retarded Citizens, P.O. Box 400
Hartland, Maine 04943

Bruce Haven Workshop
Box 624
Madison, Maine 04950

Katahdin Friends of Retarded Children, Inc.
SA, WAT, WA, SE
Katahdin School
1 School Street
East Millinocket, Maine 04430

Voc. MHCPV
EVAL, WA, WAT, SE
Multiply Handicap Center of Penobscot Valley

Bath Regional Association for Retarded Citizens
WA
400 Center Street
Bath, Maine 04530

Youth Development Association for Retarded Children, Inc.
WA
P.O. Box 642
Brunswick, Maine 04011

Spindleworks Inc.
WAT
Brunswick, Maine 04011

Aroostook Mental Health Center

Caribou

Transitional Employment

Motivational Services, Inc.
WAT, SE
72 Winthrop Street
Augusta, Maine 04330

Tri-County Mental Health

Lewiston

Transitional Employment

SA - Situational Assessment

SE - Sheltered Employment

WA - Work Activities

WAT - Work Adjustment Training

EVAL - Vocational Evaluation

SK - Skills Training

MAINE'S CENTER FOR INDEPENDENT LIVING

Description of Client Services

INTRODUCTION

As part of the amendments to the Rehabilitation Act of 1973, Congress authorized Title VII - Independent Living Services for severely handicapped individuals. The intent of Congress was to provide a range of services needed by the most severely handicapped to allow their maximum participation in their local community and to avoid the need for institutional placement. Under Title VII, four separate subparts were authorized, but only one subpart, Part B, later received funding. These subparts are:

(a) Comprehensive Case Services
(b) Centers for Independent Living
(c) Independent Living Services for Older Blind
(d) Protection and Advocacy Services

In the spring and summer of 1979, the Bureau of Rehabilitation prepared to apply for funds for Part B by submitting a State Plan for Independent Living, finalizing policies, and developing a competitive grant application. In late September 1979, Maine was awarded funds, as guided by our grant proposal. In September 1980, funds were awarded for continuation and expansion of the first year grant.

One early policy decision made was to develop and award subproject grants for independent living services based on a Request for Proposal (RFP) process and to provide services both statewide and cross-disability. The following description of current services details the services provided under Maine's grant. As you will note, Maine's Center for Independent Living does not have walls but rather links together providers of services for different disability groups.

Another early decision, important to VR, is that the independent living services to be developed under the CIL are intended for individuals who are determined too severely disabled for VR, too old or not interested in working, or otherwise closed from VR. This includes VR applicants in 06 and clients.

CURRENT SERVICES THROUGH GRANT OR CONTRACT

I. Visually Impaired

Independent Living Project Title:	"Personal Adjustment Counseling"
Agency Name:	Maine Center for the Blind
Address:	189 Park Avenue Portland, Maine 04102
Independent Living Project Staff:	Davide Marletta and Joann Dubois
Geographic Area Served:	York and Cumberland Counties

Services: Individual and group adjustment to blindness counseling; peer consultation; development and management of volunteers to assist the blind in home maintenance and repair, transportation, reader services, and other daily living needs; public education through speaking and media about the needs of the blind; team coordination, consultation, and service delivery with rehabilitation teachers

Eligibility: Visually impaired 20/70, legally blind, or progressive eye disorder

How to Refer: Referral form available through the Maine Center for the Blind or telephone referral, 774-6273

* * * * *

Independent Living Project Title: "Independent Living Skills Training and Rural Outreach"

Agency Name: Maine Center for the Blind

Address: Maine Department of Human Services
P.O.Box 627
41 Washburn Street
Caribou, Maine 04736

Independent Living Project Staff: Yet to be hired

Geographic Area Served: Aroostook County

Services: Outreach, assessment; skills training (advocacy, communication, self-care, meal preparation, home management, sewing, individual orientation); in-service training for staff in intermediate care and long-term care facilities

Eligibility: 18 years or older, visually impaired 20/70, legally blind or progressive eye disorder

How to Refer: Call Maureen Moore

* * * * *

II. Hearing Impaired

Independent Living Project Title: "Independent Living Specialist for the Deaf"

Agency Name: Maine Independent Living Center, Inc.
32 Winthrop Street
Augusta, Maine 04330

Independent Living Project Staff: Chuck Overholser

Georgraphic Area Served: Central and Southern Maine (south of Ellsworth/Waterville line)

Services: Individual, group, and systems advocacy; I&R; public education and information; registry of deaf; peer consultation; volunteer TTY network for vocal relay; brochures for the deaf

Eligibility: Deaf

How to Refer: Write or call Chuck Overholser, Home Tel. 729-0780 (Voice and TTY) (temporary) 289-2141

* * * * *

III. Mobility Impaired

Independent Living Project Title: "Maine Independent Living Program"

Agency Name: ALPHA I

Address: 169 Ocean Street
South Portland, Maine 04106

Independent Living Project Staff: Jeff Lever, Sue Clark, Pat Samara

Georgraphic Area Served: Primary emphasis in the first year was York, Cumberland, Oxford, Androscoggin, Sagadahoc; in the second year services will be extended and developed into Central Maine to include Kennebec, Knox, Waldo, Lincoln, parts of Somerset (area South latitude of Waterville/Ellsworth line)

Services: Peer consultation; skills training (financial management, communications, management of PCA, sexuality, time management, consumer and legal affairs, homemaking, health management, recreation, transportation); equipment repair prevention and maintenance; driver's evaluation and training; home modifications consultation; outreach and education

Eligibility: Severely functionally mobility impaired adult as result of multiple sclerosis, muscular dystrophy, cerebral palsy, spinal cord injured, polio, spina bifida, arthritis, other

How to Refer: Contact Jeff Lever at 767-2189

* * * * *

Independent Living Project Title: "Northern Subsidiary" - ALPHA I

Agency Name: ALPHA I

Address: 174 Main Street
Bangor, Maine 04401

Independent Living Project Staff: Norman Hobart

Geographic Area Served:	North of Waterville/Ellsworth line - Washington, Penobscot, Piscataquis, Somerset, Aroostook
Services:	Peer consultation, independent living skills training, survey of northern needs, "Northern Trek" (three week outreach and education planned for all medium/large Maine towns)
Eligibility:	Severely functionally handicapped mobility impaired by muscular dystrophy, multiple sclerosis, cerebral palsy, spinal cord injury, arthritis, spina bifida, polio, other
How to Refer:	Norman Hobart at 947-7813 or Jeff Lever at 767-2189

* * * * *

IV. Epilepsy

Independent Living Project Title:	"Epilepsy Resource Center"
Agency Name:	Pine Tree Epilepsy Association
Address:	622 Congress Street Portland, Maine 04102
Independent Living Project Staff:	None funded through Independent Living
Georgraphic Area Served:	York, Cumberland, Androscoggin, Sagadahoc, Kennebec
Services:	Identification of individuals with epilepsy; weekly adult self-support groups; professionally-facilitated weekly adult support groups; parent support groups; public education and information
Eligibility:	Any epileptic adult whose disability is causing substantial functional limitations and their families
How to Refer:	Contact Ron Messer at 772-7847

* * * * *

V. Mentally Impaired

Independent Living Project Title:	"Independent Living Project"
Agency Name:	Motivational Services, Inc.
Address:	72 Winthrop Street Augusta, Maine 04330
Independent Living Project Staff:	Steve Zeldow, Pat Brown
Geographic Area Served:	Greater Augusta, Waterville, Rockland

Services: Peer consultation, self-help groups, skills training (nutrition, cooking, exercise, budgeting, communication), social drop-in center

Eligibility: Severely psychiatrically disabled individuals, not open Vocational Rehabilitation cases

How to Refer: Call or write Steve Barnes, 622-6273 or "drop-in" to the Club at the South Parish Congregational Church, Augusta, 622-5736

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Independent Living Project Title: "The Together Place"

Agency Name: The Together Place

Address: 102 Park Street
Bangor, Maine 04401

Independent Living Project Staff: Roger Griffiths

Geographic Area Served: Greater Bangor

Services: Social Drop-In Center with structured social and recreational activities

Eligibility: Any severely psychiatrically disabled individual

How to Refer:

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Independent Living Project Title: "Washington County Life Management Project"

Agency Name: Sunrise Workshop

Address: 14 Bruce Street
Machias, Maine 04654

Independent Living Project Staff: To be hired

Georgraphic Area Served: 30 mile radius of Machias (Washington County)

Services: Skills training in cooking, basic health and nutrition, survival reading, basic telephone, personal hygiene, basic household upkeep

Eligibility: Individuals who are mentally retarded, psychiatrically impaired, deaf, blind, or physically impaired who currently live in extended family situations and need personal training in order to avoid future institutionalization

How to Refer: Call Sharon Reing at 255-8596

VI. Cross-Disability

Independent Living Project Title: "Coping"

Agency Name: Maine Association of Handicapped Persons

Address: 32 Thomas Street
Portland, Maine 04102

Independent Living Project Staff:

Geographic Area Served: Statewide

Services: Newspaper by and for Maine's handicapped

How to Receive: Send name of handicapped individuals and address to Maine Association of Handicapped Persons

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Independent Living Project Title: "Handicapped Workers Crafts/Products Catalog"

Agency Name: Rural Collaborative

Address: 14 Bruce Street
Machias, Maine 04654

Independent Living Project Staff: Graphics consultant only; not hired yet.

Geographic Area Served: Statewide

Services: Publicize a catalog of Maine's handicapped workers' goods; market wholesale and retail in New England: take orders and ship goods

Eligibility: Goods from homebound and sheltered handicapped individuals will be solicited through media, Coping, and agencies. Any individuals with goods to sell will be considered. Photos of goods are due by September 15, 1981

How to Refer: Contact Sharon Reing at 255-8596.

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Independent Living Project Title: "Aroostook County Advocate/Organizer for Handicapped"

Agency Name: Central Aroostook Association for Retarded Citizens

Address: P.O.Box 1245
Presque Isle, Maine 04769

Independent Living Project Staff:	None funded through Independent Living
Geographic Area Served:	Aroostook County
Services:	Identify and train handicapped consumers and their families to organize a cross-disability advocacy movement in Aroostook County
Eligibility:	Any handicapped person or his/her family may participate
How to Refer:	Call Carroll Foren or Steve Richard at 764-0134

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Independent Living Project Title:	"Maine Independent Living Center"
Agency Name:	Maine Independent Living Center, Inc.
Agency Address:	32 Winthrop Street Augusta, Maine 04330
Independent Living Project Staff:	Conrad Caron
Geographic Area Served:	Statewide
Services:	Systems advocacy; I&R; Management of statewide, cross-disability consumer Board; handicapped needs identification and planning; organization and direction for Maine's handicapped citizens and providers; information clearinghouse
Eligibility:	Individuals who are handicapped or providers of rehabilitation services may apply for Board membership. No direct client services are provided
How to Refer:	